Direct Behavior Rating Overview

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Today's Presentation

- Considerations before using DBR.

- Completing the DBR.

- Using DBR to monitor progress and evaluate behavior.

Selecting Target Behaviors

- Identifying the target behaviors.

- Prioritizing the target behavior.

- Defining the target behavior.

Developing a Measurement Approach

- Initial considerations
  - How often will data be collected?
  - Who will be collecting the data?
  - In what contexts will data be collected?
  - At what times will data be collected?
  - When will the data be inputted to allow for evaluation?

Direct Behavior Rating

Behavior	Date					
Disruption	9+	5	5	5	5	5
	7 – 8	4	4	4	4	4
	5 – 6	3	3	3	3	3
	2 – 4	2	2	2	2	2
	0 -1	1	1	1	1	1

Target Behavior	Reading	Writing	Math	Art
Writes name on worksheet	✓	✓		✓
Follows rules			✓	✓
Prepared to learn	✓			

Total Points Earned = 6 or 50%

# DBR Single-Item Form

Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date: M T W Th F	Student:	Activity Description:
	Rater:	
Observation Time: Start:_____ End: _____ ☐ Check if no observation today	**Behavior Descriptions:**	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

Behavior: _____

% of Total Time

0	1	2	3	4	5	6	7	8	9	10
0% Never					50% Sometimes					100% Always
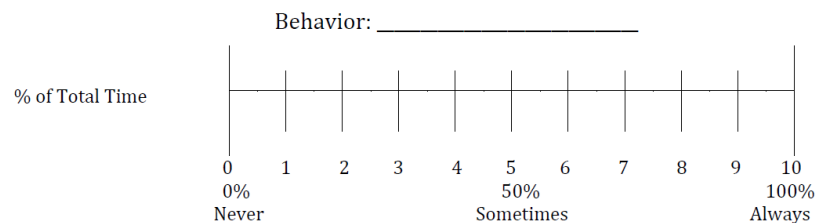
Integrating Target Behavior into DBR-SIS

- Target behavior information is used to develop clear anchors for ratings.

- Anchors are used to gauge whether the behavior was occurring at low, medium, or high levels.

Low					Medium			High		
0	1	2	3	4	5	6	7	8	9	10
0%	10%	20%	30%	40%	**50%**	60%	70%	80%	90%	**100%**

Developing DBR Anchors

Preliminary target behavior information can be used to inform the development of anchors.
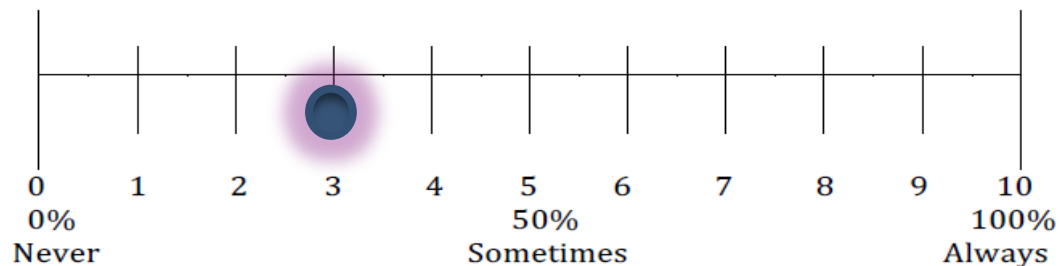
Operational Definition

Toby's aggression is defined as the use of any aberrant behavior that involved making contact with others with an attempt to injure or harm. This includes punching, hitting, kicking, spitting, scratching, pushing, and biting. This does not include patting on the back or shaking hands.

Using Preliminary Data to Develop DBR Anchors for DBI

Based on this information, the DBR anchors might correspond with the scale as follows:

Low			Medium					High		
0	1	2	3	4	5	6	7	8	9	10
0	**1-2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**10+**

```
    0   1   2   3   4   5   6   7   8   9   10
    0%                  50%                 100%
   Never             Sometimes            Always
```

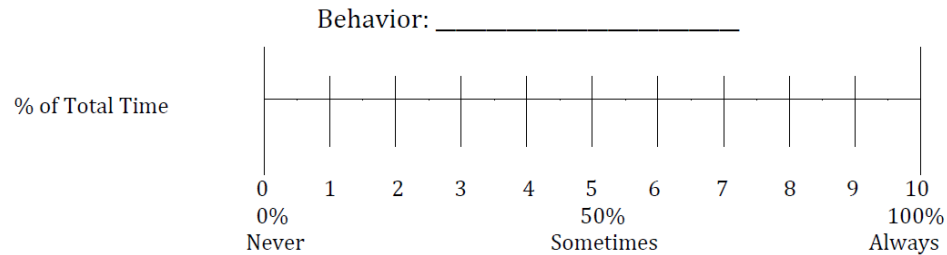Toby displayed 4 acts of aggression during math class.

Jeff's Direct Behavior Rating Form

Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date: M T W Th F	Student:	Activity Description:
	Rater:	

Observation Time: Start:_____ End: _____ ☐ Check if no observation today	Behavior Descriptions: Threats are verbal statements that refer to harming other people including peers or teachers. Anchors are as follow: 0 = 1-2 per observation; 5 = 5 per observation; 10 = 10+ per observation.

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

Behavior: _____

% of Total Time

```
0    1    2    3    4    5    6    7    8    9    10
0%                      50%                   100%
Never                 Sometimes              Always
```

Standard Items of DBR-SIS

Academic Engagement

School Success

Respectful Behavior

(Non) Disruption
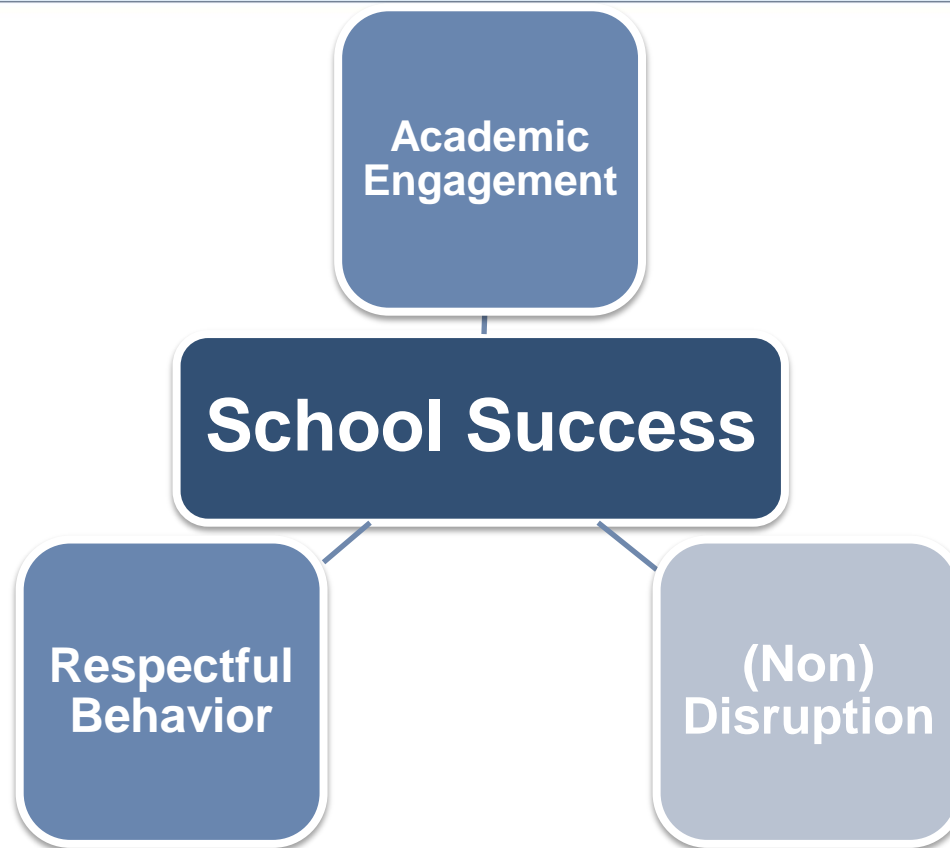
Implementing the DBR

Three considerations for increasing the likelihood that the form is being applied consistently.

- Review the definitions and anchors to ensure consistent application.

- Having the form ready to be completed.

- Completing ratings immediately after pre-specified time period.

Slide adapted from citation with permission. See below.

Using DBR for Monitoring and Evaluating Progress

- Evaluation requires examining the DBR data to determine if the student is responding to the intervention.
- Requires managing and organizing data to support summary and analysis.
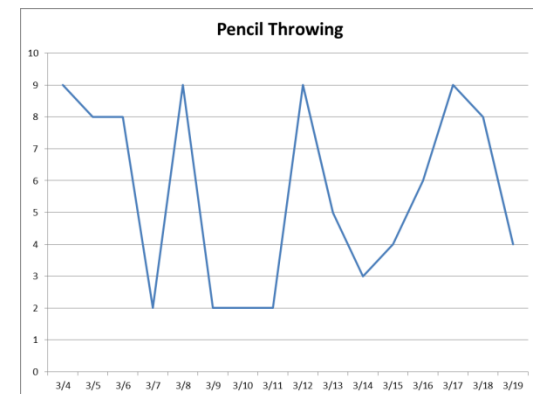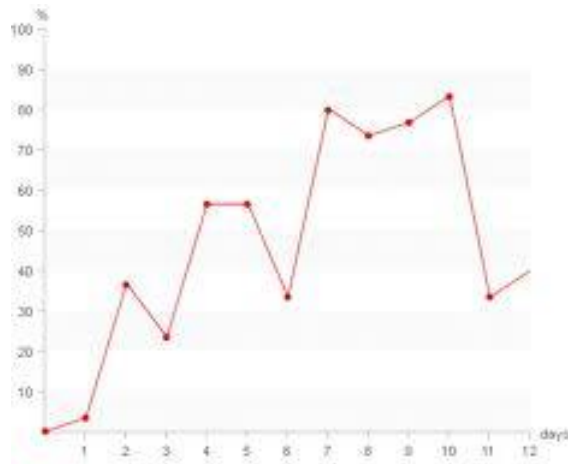
Takeaways

Developing approach to behavioral progress monitoring for this group of students requires a lot of hard work.

Only 3-5% of students should qualify in the school, if not – consider reviewing and strengthening Tier 1 and Tier 2.

Need to individualize assessment process just as you would intervention process.

References

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